

**BSc Clinical Language Studies**  
**For students entering Part 1 in 2015/6**

**UCAS code:**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Speech and Language Therapy
Faculty:	Life Sciences Faculty
Programme length:	4 years
Date of specification:	21/Aug/2015
Programme Director:	Dr Tom Loucas
Programme Advisor:	
Board of Studies:	Clinical Language Science
Accreditation:	Not applicable

**Summary of programme aims**

The four-year programme parallels the BSc in Speech and Language Therapy during Parts 1, 2 and 3A. Part 3B provides a non-clinical exit route for students who decide not to take the final clinical year. The core subjects studied include linguistics, medical studies, psychology and language pathology, which are relevant to the analysis and understanding of normal speech and language and to the understanding of abnormal speech and language. In addition to the study of the core subjects, students study specialist courses in language disorders, assessment, therapeutics and clinical skills and participate in some practical clinical work. Students gain an awareness of research methods and complete a research project. They are expected to graduate with knowledge and skills of normal and abnormal language that will prepare them to work in education, health related positions or careers where communication skills are valued. This is a non-clinical degree and is not recognised as a pathway into Speech and Language Therapy.

**Transferable skills**

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. In following this programme, students will have had the opportunity to develop such skills, in particular relating to career management, written and oral communication, information handling, numeracy, problem solving, team working and use of information technology and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

The range of transferable intellectual and practical skills acquired on this programme will include the ability to synthesise, analyse and evaluate information and theoretical claims; to communicate effectively through written and oral reports to professional and non-professional audiences; to work independently and co-operatively in a variety of work environments. Students will have an understanding of and have experienced multidisciplinary and multi-professional co-operation. They will have developed skills in information technology and be able to apply these skills in the work place. Their basic computer skills will include word-processing; the management of data bases; working with statistical packages; using e-mail; using search facilities. They will have an understanding of the need to engage in life-long learning.

**Programme content**

The following profile contains the list of modules in each of the four parts. The first three parts have 120 credits each: the final part 80 credits. All modules are compulsory.

**Part 1 (three terms)**

*Compulsory modules*

PL1C1	Introduction to Clinical Studies	20	4
PL1GM	Grammar and Meaning	20	4
PL1M1	Medicine 1	20	4
PL1PPH	Phonetics and Phonology	20	4
PL1RM	Research Methods in Speech and Language Therapy	10	4
PY1CG	Cognition and Learning	10	4
PY1CL	Clinical Psychology	10	4
PY1DV	Developmental Psychology	10	4

**Part 2 (three terms)***Compulsory modules*

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
PL2CL	Child Language Acquisition	10	5
PL2GM2	Grammar & Meaning 2	20	5
PL2CPH	Clinical Phonetics and Phonology	10	5
PL2CI1	Communication Impairment 1	20	5
PL2M2	Medicine 2	20	5
PL2C2	Clinical Studies 2	20	5
PY2TA1	Typical and Atypical Development 1	10	5
PY2PS2	Personality and Social Psychology 2	10	5

**Part 3 (three terms)***Compulsory modules**Compulsory modules for Part 3A:*

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
PL3RPR	Research Proposal	20	6
PL3LPR	Language Processing	20	6
PL2CI2	Communication Impairment 2	20	5
PL2CI3	Communication Impairment 3	20	5
PL2C3	Clinical Studies 3	30	5
PY2TA2	Typical and Atypical Development 2	10	5

**Part 4 (three terms)***Compulsory modules**Compulsory modules for Part 3B:*

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
PL3CI4	Communication Impairment 4	10	6
PL3RD	Research Dissertation	30	6

*Five optional modules chosen from a list such as the following:*

PL3LI	Specific Language Impairment	10	6
PL3EL	Electrophysiology of Language	10	6
PL3DS	Oropharyngeal Dysphagia	10	6
PL3ASD	Language in Autism Spectrum Disorders	10	6
PL3BL	Bi- Multilingualism in Adulthood	10	6
PL3ISL	Introduction to Speech and Language Pathology	20	6
PL3DG	Language in Genetic Disorders	10	6
PL3ML	Multilingualism and Impairment Across the Lifespan	20	6
PL3CAA	Theoretical and Clinical Aspects of Anomia	10	6
PL3DOF	Disorders of Fluency	10	6

**Progression requirements**

To gain a threshold performance at Part 1 a student shall normally be required to achieve an overall average of 40% over 120 credits taken at Part 1; and a mark of at least 30% in individual modules amounting to not less than 100 credits in Part 1. In order to progress from Part 1 to Part 2 a student shall normally be required to achieve a threshold performance at Part 1.

To gain a threshold performance at Part 2, a student shall normally be required to achieve:

- (i) a weighted average of 40% over 120 credits taken at Part 2;
- (ii) marks of at least 40% in individual modules amounting to not less than 80 credits; and

(iii) marks of at least 30% in individual modules amounting to not less than 120 credits.

In order to progress from Part 2 to Part 3, a student must achieve a threshold performance

To gain a threshold performance at Part 2, a student shall normally be required to achieve an overall average of 40% over 120 credits taken at Part 2 and a mark of at least 30% in individual modules amounting to not less than 100 credits.

To progress from Part 2 to Part 3A a student shall normally be required to achieve a threshold performance at Part 2, and to obtain at least 40% in module PL2CPH; and to obtain an overall average of 40% in the modules PL2CL, PL2GM2, PL2CI1, PL2C2 and PL2M2 taken together with no module less than 30% in each module; and to obtain an overall average of 40% in the two Psychology modules taken together with no module mark less than 30%.

To proceed from Part 3A to Part 3B a student shall normally be required to obtain an overall weighted average of at least 40%.

### Summary of Teaching and Assessment

The University's honours classification scheme is:

Mark	Interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

For the University-wide framework for classification, which includes details of the classification method, please see: [www.reading.ac.uk/internal/exams/Policies/exa-class.aspx](http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx)

The Parts contribute to the overall assessment as follows: Part 2: 20%; Part 3A: 40%; Part 3B: 40%

Modules are taught by lectures, seminars, tutorials and workshops. The dissertation module is supported by individual supervision. Part 1 contains preparation for clinical practice. Parts 2 and 3A, include clinical placements which are supported by tutorials. Clinical placements are provided both on and off campus.

### Admission requirements

**Access:** At least 18 credits at level 3.

**GCSE:** Grade C or higher in English Language, Mathematics and a science subject

**UCAS tariff:** ABB from three A levels

**BTEC:** At least 70% of modules passed with distinction and the remaining 30% passed with merit

**Scottish Highers:** 320 points

**Welsh Baccalaureat:** 320 points

**Irish Leaving Certificate:** AABBBB

**European Baccalaureat:** 75% or above

**International Baccalaureat:** 32 points

For overseas applicants for whom English is not the first language, a British Council IELTS score of 7.5 or above is required (with not less than 7.0 in any of the four individual elements).

**Admissions Tutor:** Carol Fairfield

### Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student

guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

Within the School of Psychology and Clinical Language Sciences, additional support is provided through staff contact and access to a range of learning resources. Students have clinical tutorials in Parts 3A, and dissertation supervision in Part 3B. Learning is also supported by access to databases and other academic learning on-line materials within the School's Corpus facilities. The Speech Research Laboratory contains a variety of state-of-the-art computerised means of performing a range of speech and voice analyses.

### **Career prospects**

Students graduating with Honours in Clinical Language Studies will have the skills to work in health care, management, education and other careers where excellent communication skills are valued.

### **Career Management Skills**

This programme has adopted the 'pervasive model' where the course content is embedded across a range of modules. Throughout the degree programme they have seminars and workshops developing skills that will be useful in the workplace. Some of these are general such as developing observation skills, dealing with conflict, problem solving, working with colleagues from different professions, working collaboratively within a team, decision making, relating to a range of patients and professionals, identifying career profiles and time management. Some skills are more career specific such as writing professional reports and dealing with confidentiality issues. The degree contains a research module where skills in accessing information, collecting, evaluating and analysing data are taught and practised as well as the skill of writing a professional paper. During the course of the degree, students develop a range of IT skills.

### **Opportunities for study abroad**

As part of the degree programme students have the opportunity to study abroad at an institution with which the University has a valid agreement.

There are no formal arrangements for study abroad but students do have an opportunity to visit the University of Lund, Sweden during their summer vacation between Part 3A and Part 3B to study with the speech and language therapy students and to take a specialised course in Voice.

### **Placement opportunities**

There are no formal arrangements for study abroad but students do have an opportunity to visit the University of Lund, Sweden during their summer vacation between Part 3A and Part 3B to study with the speech and language therapy students and to take a specialised course in Voice.

### **Programme Outcomes**

#### **Knowledge and Understanding**

##### **A. Knowledge and understanding of:**

1. The normal processes of speech and language;
2. The range and diversity of communication impairments encountered in clinical practice;
3. The impact of communication impairment on a speaker;
4. The means of identifying, assessing, treating and managing people with communication impairment.

##### **Teaching/learning methods and strategies**

1, 2, 3 and 4 are achieved through lectures, seminars, workshops and written exercises. Individual tutorials and supervised clinical practice contribute to the achievement of 2, 3 and 4.

##### *Assessment*

1 is assessed through the examination of the modules at the end of parts 1, 2 and 3A and tests at the completion of the medical modules at the end of Parts 1 and 2.

2, 3 and 4 are assessed through assignments and examinations in Parts 2, 3A and 3B.

## Skills and other attributes

### B. Intellectual skills - *able to:*

1. Analyse and evaluate data;
2. Express facts, concepts and new information by appropriate written and spoken means;
3. Recognise limitations of knowledge and be able to seek appropriate information from a variety of sources;
4. Demonstrate independent thought and an ability to absorb and evaluate new information.

### C. Practical skills - *able to:*

Graduates will have a number of general skills as well as a range of professional skills. Graduates will be able to:

1. Access and evaluate academic and clinical information using a range of resources;
2. Use IT for report writing, data access and management; and statistical analyses;
3. Communicate and work with a diversity of other professionals;
4. Reflect and evaluate his/her own academic and clinical work;
5. Professional skills will meet the requirements of the accrediting and regulatory bodies.

### D. Transferable skills - *able to:*

Students learn to:

1. Work independently;
2. Work within professional teams;
3. Respect cultural differences;
4. Manage time;
5. Access and evaluate information;
6. Honour confidentiality;
7. Students achieve communication, IT and statistical skills.

### Teaching/learning methods and strategies

Intellectual skills are developed throughout the programme through interactive teaching, students' written and oral presentations in academic and clinical settings, clinical observation, and supervised clinical practice.

#### *Assessment*

1, 2, 3 and 4 will be assessed by assignments and examinations of the psychology and examinations of the psychology, linguistic and clinical science modules of Parts 2, 3A and 3B.

3 and 4 will be assessed through assignments (including Part 3B dissertation) and examinations of Parts 2, 3A and 3B.

### Teaching/learning methods and strategies

Practical skills are acquired through practical classes, student presentations, students' personal study and clinical practice. Written and verbal feedback is given throughout and there are opportunities for peer learning in academic and clinical settings.

#### *Assessment*

Practical skills are integrated into each stage of study and are assessed through assignments in Part 2, 3A and 3B.

Focus on the assessment of clinical skills that integrate the students' practical experiences and academic study comes at the completion of modules PL3C3 and PL3C4.

### Teaching/learning methods and strategies

Students learn to work in different environments and with a wide range of different people through their clinical practice and University classes. Skills acquired in the classroom through group work, discussions and presentations are transferred to clinical work in schools, hospitals etc. They learn to communicate with and work alongside a variety of professions.

#### *Assessment*

Skills listed in 1-3 are mainly assessed in modules PL2C2, PL3C3 and PL3C4, whilst skills listed in 4-7 are assessed throughout the degree programme.

**Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and**

**feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**